179 - THE NORBERT ELIAS THEORY AND SCHOOL PHYSICAL EDUCATION

MARIZABEL KOWALSKI
ÉDISON GOMES DA SILVA
Departamento de Educação Física - UFV
Viçosa - Minas Gerais - Brasil
edison.silva@ufv.br

Sociology is a science that studies the human behavior in function of the way and the processes that establish connection the individuals in associations. Differently of the psychology that studies the individual separately, sociology works with the phenomena that join the individuals in a group, forming bows of dependence between them (Elias, 1997). We are the relation enters the way which we are inserted, social environment e, as human beings relegated to the passions, interests composing our socio genes fears, in this way not being capable to support great periods of isolation (Kowalski, 2007). Transferring this thematic one to the Physical Education, these bows occur most of the time for intermediary of the intervention, that also constitutes an interdependence relation enters the individuals that practice it and/or attend, that is, spectators and activists. The physical activity constitutes an important vehicle of socialization, it is capable to congregate people of different social classrooms, of religions and religiosities and, above all, it are capable to transform differences into bows of union between these people.

Already in the case of the sport the opinions are divergent, many affirm that always it was one politics for few. Others according to tell that the lines of Brazilian sportive politics, destined to the most varied classrooms, only legitimized the practical sportive when its interests could promote the nation, sold it marketing principles. Thus, a conception was constructed of that the sport politics would have according to be massive interests of promotion to the amateur and/or Olympic sport. The sport educates through the cooperation, solidarity, notion of set, organization, quarrel of rules, socialization and interests in subjects of the corporal culture. The Physical Education wording all these thematic ones, but currently comes playing the reproductive role of the social behavior, not elaborating social actions, or running separately in some directions with programs that can contribute to transform social problems into solutions for the society. For the Physical Education the enabling great place of modifying social behaviors is reserved, either in the school, academy, in social projects, as instrument of social transformation, working in the information and forming conscientious people of its acts. However, in recent years it comes being associated strict to the half sportive and of the beauty, leaving of side it's informative and socialization character. Such fact can be observed in the abandonment that come suffering in the pertaining to school system. The pertaining to school Physical Education already was confused with the sport in make a mistake way enters the decades of 60 and 70 taking care of to the interests politicians whom they aimed at to benefit itself of this condition. In such a way, the sport was developed in the pertaining to school scope in techniques way being applied since the first series it basic education (Kunz, 2001). With the despotized of the Physical Education in the school, this reality favored the competitive process entering into an alliance it the sport spectacle spread out for the media. Consequently the side partner-integrator was left in second plain, since the projects elaborated for and for the Physical Education with the objective of the improvement of the quality of life of the population are few.

Sociology has between its main authors Marx, who evidence the influence of the social classrooms in the transformation of the individual while to be integrant of the society. Inside of this context and, to leave of the moment that the Physical Education collaborates with the techniques position, it starts to reproduce the interest of the ruling classes, abandoning its pedagogical philosophy that aims at the integration and the education of the individuals. Taking in consideration the ideological apparatus of the media, the corporal culture of movement was widened, the denomination “sport” started to assign a diversity of practical, which does not completely take care of to ace necessities of the society (Betti, 1998), such as, the access the culture, information, education and health. Becoming clearly the class representative interests for backwards of the methodologies that are applied in diverse social segments which the Physical Education she is on. In this way, we have that the concept of social representation was born in sociology and the anthropology, in the workmanships of Durkhiem and Lévi-Bruhl. These representations correspond to the bows created by the individuals and the posterior formation of groups that half the same ideals and use them in the attempt to modify some norms and behaviors in the society. In the Physical Education, these representations if give through pertaining to school programs, social projects, by means of the corporal culture, all inserted ones pedagogically. This last one, the pedagogy, has suffered with the changes from thought from the society, valuing the corporal culture giving to priority to the sport spectacle and the aesthetic one, minimizing the pedagogical relevance of the physical education in the school. Throughout history the man always searched to elaborate trends that lead the society to the meeting of an identity that possessed a common behavior to be followed in search of the civility. The concept of “civilization” mentions a great variety to it of facts: to the technology level, to the type of ways, the development them scientific knowledge, ace religious ideas and to the customs and, above all, of the vision of world that if constructs for the nationalistic character (Elias, 1968). The society is made of symbolical, and these constitute the ways to represent the yearnings of the diverse classrooms in “the popular” thought, that is, the Physical Education are seen as redemptory in the reproduction of the Pertaining to school Education when they would have, both, to transform the desires into social actions. It follows the trends imposed ideologically for the media, not differing very from the world of the aesthetic one, where the culture of the Body-building nails the perfect body, dictating to the trends inside of the society that cultic the primrose body. Half socialization the Physical Education as has an important paper in the transformation and the improvement of the behavior of the individuals. To act in the combat the social exclusion, transforming people the edge of the society into integrant and participative beings is one of more the notables contributions, which in set with other areas can offer the population. To be sociable is a natural disposal of the human beings, that is, to live in permanent association with its fellow creatures, but since that this association inside respects the right of growth of the individuals of the social environment of which is part. The sped up development brought benefits, and with these benefits they had also come the conflicts of interests, and the crises. These transformations had made with that the sprouting of valves that helped to minimize these conflicts, from there if of the a was necessary importance of the leisure inside of the society, improving the quality of life and reducing focus of tension in the society.

Physical education: what It is established in the School?

In century XIX, with the development of the industry, great agricultural contingents, they had been century attracted for the cities, which start to have a million of inhabitants more than; this fact, ally to the lack of urban planning, causes other changes, as for example: the phenomenon of the social segregation, that is, in urban terms, outlying areas , generally with

problems of infrastructure, security, marginality and a distinct difference in terms of quality of life in relation to the quarters of supplied classrooms more. The economic power passes to the great companies and banks, and the great industry reaches the urban limits. The exhausts workers of the arduous work searched a way to alleviate stress of the day-day, then they start to carry through games and tricks in the intervals of the work, minimizing, exactly that for some few minutes, its fatigue. These changes of *habitus* to the few they had given new a sensible one to these practical that more lately if they would become constituent activities of the free time of the work.

Initially the term was not used "leisure". Differently of the practical ones carried through in the century XIX, currently the leisure has if dedicated to the commercialism. Following this reasoning the Physical Education to the purely economic to satisfy the interests of some elites if a virtuosity ace times of its social paper. I do not disrespect this branch of performance that would not survive without the commercial apparatus; therefore this is of basic importance for the survival of the professionals whom they act in this area, only desire to remember the social responsibility for which the Physical Education in the school would not have to be left to lead for this bias. It is impossible to survive inside of a capitalist society without considering the possibility of financial return, but we must have conscience that other people with little resources and chances also need us. A society never will leave of to be class representative, since many of the institutions would appear they together with, such as the working church, universities, political parties and associations etc. The physical education is of basic importance in the acquisition of autonomy on the part of the students. When the pupil knows the importance of the physical activity, its benefits and the changes that occur in the human being, them start to acquire a great conceptual dimension of different subjects argued in its day-day. The school can provide the bases that go to collaborate for the acquisition of the necessary knowledge for experience of the pupil in the society, being supplied information and teaching the importance of the work in group through practical pedagogical, sportive and of the leisure. The contents offered in the schools must inside open space for the creativity and experimentation of the institutions as placed for Lovisolo in conference in the Federal University of Viçosa in the year of 2007. Freire (1989) raises the importance of the physical education in the school independently to consider the knowledge that the child already possess, of the formal situation of education. It is necessary that the school and, the physical education if adapter the creativity and imagination of its pupils supplying pillars that make possible the development of all they. Leaving this philosophy of deep of yard, it is possible to conciliate different classrooms with politics that make possible the access of the population the information, health, education and culture and, the Physical Education can contribute, to a large extent, in these actions integrators, making possible the improvement of the community which is inserted. The objective of this work is not simply to cite the defects of the society, and nor to display the fragilities that really exist in the proposals of the Physical Education in the school. This assay was elaborated with intention to clarify the vision subjectively that I have on the society with regard to the Physical Education in the School and, this must very be faced beyond our personal interests, or of groups or entities which we are part. This study it will only recommend the continuity of this research contributing to visionary the pertaining paper to the Physical Education in the School, therefore we accept that without it in the pertaining to school institution, it will not have future for the sport, the permanent activity physical and very less for the practical one of the leisure, things that demand great material apparatus, to know and professionals physical educators.

Education, physical Education: similarities between neighbors (Brazil & Argentina)

The similarities in the model to discipline of the education in Brazil and Argentina are enormous, since, traditionally, the problem faced for the two countries happens of the lack of incentives politicians, social and economic, which this last one, become related summon and directly with the first one. The pertaining to school physical education in both the countries faces great problems in its pedagogical organization, and the elaboration of politics for one better organization of the practical interventionists. Historically in Argentina, it dominated scientific or interventionist the strategy, where a significant democratization of the education system emerged, whereas in Brazil, an academics strategy of low democratization of education in generality was elaborated (LOVISOLO, 2000). It can add these ranks, the influence of the standards of participation of the society, and its omission, that in the case of the Brazilian society, if of the one for the acceptance of more passive form and submissive of this reality not so democratic of the education. To raise this question of the similarities in the elaboration of educational proposals, and of the difficulties faced in such a way for Brazil, how much for Argentina, in what it refers to the area of the education, and in particular analysis, the pertaining to school physical education of the two countries, if makes important to search a bigger academic integration between studious, and professionals who act in the direct intervention in the institutions of education of both the countries. E this integration must happen in natural and harmonic way, without the interference of nationalistic ideologies that only delay the relations between the two countries, if not treating to a commercial dispute, and yes, of an exchange of ideas in the search of a practical way that makes possible the valuation of educational in both the nations.

To say that he does not have an approach between intellectuals, studious academics, writers, amongst other professionals of Brazil and Argentina are not an absolute truth. The number of texts published in consequence of the proper meeting or of projects of collective studies became expressive since the treat one that the Mercosul in 1991 created. But the ultimate issue is to search to extend the relations between these two so important countries, but also to walk for the study and understanding of other nations with great wealth and socio cultural diversities. South American we in generality, are culturally very rich, and when ally to this a positive integration, an understanding of the reality of the other, can it be used this positive culture to integrate and to develop educative programs, economic and cultural, producing an interchange to know.

While in Brazil we have PCN's (National Curricular Parameters), in Argentina, has the Common Basic Contents, both the documents possess as proposal, the pedagogical regulation of the practical ones of the physical education in the two countries (BRACHT and CRISORIO, 2003). These sample that the similarities between the two countries are bigger, of what its supposed rivalries. Brazil and Argentina are countries brothers, but still neighboring and distant brothers (LOVISOLO, 2003), that they interact between itself in predominantly economic way, neglecting ace times, the socio cultural dialogue. We could place the anomic situation of the education in Brazil and Argentina, as constituting a delayed consequence of its spellings occur politics in the past. Both the nations had been haunted by the ghost of the military repression, where all practical professors were interpreted as being of high risk for the state. From there, one strengthened the access problems the education and support the research in the partner-educational area. It is important to stand out exactly that the MERCOSUL served to break some existing barriers between the two countries, that, these barriers are related the predominantly politician-economic objectives, but through the intellectual dialogue that have as objective central office the construction of educational , social and cultural bows, let us can fortify the relations between the two countries. I wait that this present study it serves to raise the question of the relations between Argentina and Brazil in the educational scope, if not treating to a speech with deep politician, and yes, constituting an attempt to show that we are similar in our problems, our values and our customs, and these similarities if show in clearer way for the educational model adopted by the two countries, neighbors not so distant.

Social manifestations and Behaviors the Outsiders in the Pertaining to school Physical Education

The Physical Education in the School is very difficult not to yield the social political pressures that the sport of high income exerts on it, exactly because this was the social function indicated by the Brazilian government per decades and still it is used by some countries in this direction. The Medias of mass act, on the other hand, producing spectacles that need consumers and, for another one it needs that the society guarantees the replacement of athletes who keep this production and is responsibility of the Physical Education in the school to make this. Not being enough the media, we have the State that it uses of the facts of the athletes to construct or to strengthen an idea of winning nation, confusing the public opinion between the sportive facts and the subjects of governable. The speeches of politicians, sportive commentators e are constant, even though athletes and former-athletes, who emphasize the necessity of the school to invest in the sportive initiation as half to guarantee the national ability in national and international sportive events. This everything favors the pupils to arrive at the school with expectations input in the sportive learning.

The physical education always was related directly the social behavior, being always linked to the aspects ideological politicians and who were the society. Elias emphasizes the linking between the changes in the structural organization of the society and the changes in the structures that conduct the rules imposed for it. The physical education acts in the reproduction of the habits and in the affirmation of the interests of the ruling classes, obeying to a powerful ideological circle headed by the media, what it come you strengthen the arguments placed for Betti (1998). The social representations are beyond the way of as the society if it organizes, and the way in which it searches to collaborate in the improvement of life of the individuals that of it are part. The physical education acts facilitating to the communication between individuals, either this in academies, clubs, schools or same in social projects, it contributes for the formation of the character of the people, reproducing opinions and teaching values that facilitate the connivance in group. Our society is composed for values symbolic that involve cultural aspects, religious, ideological and politicians. The way as we interpret the social representations can facilitate, or complicate our social behavior being able to generate since friendship bows the hostile acts, as the violence, for example. The physical education in some cases can be considered as mediating of these conflicts, stimulating the healthful integration of people of different ways social, minimizing the class representative effect that contribute for these social shocks, facilitating in many cases the access of individuals that are the edge of the society to be part of it.

Beyond the pressures of the social culture, the quarrels in this assay in take them to question the cultural proposals gifts in the area. These proposals enhance that the social function of the component is to provide to the pupils conditions to understand and to question the institutional structure of the society and thus to act with autonomy in the exercise of the citizenship. For this, they detach the importance of the magnifying of the roll of manifestations of the corporal culture in the PCN' s, its historical contextualization, its social relevance, its adequacy to the social and cognitive conditions of the pupils, the valuation of its to know cultural and the respect to the difference among others. We understand that, when emphasizing these speeches, these boarding can be falling in a trap. We saw that, independent of the politics of the difference, the distinction between “high” and the “low one” it dominates the hierarchy of the game of the cultural power. There it is the question. The Physical Education has for historical to be the space-time of practical corporal, independent characteristic of its objectives this function cannot be denied. Exactly “bringing for inside of the school” knowing and cultural meanings to them of the pupils, at the moment of practical its, the aspect technician, the dominant representation of the skill certain to play, to dance, to fight it will be in evidence. Those that they make use of the basic abilities motor will leave in any activity proposal well. When socializing to know them of the pupils learned in its culture of the street, or the family (as, for example, to play parquet block, to jump saddle, to beat rope, to practice some fight or it dances specific) the risk of the emphasis is run to be around making. Thus being the cultural domain it will not be contested. The relations of being able will be extended. This socialization, supported in the speech of the respect to the difference with sights to the social equality, very is well used for that they legitimize these differences. That is, to affirm that the woman is different, that the black is different, and that the homosexual is different does not contribute in nothing to modify this situation of social exclusion. The value of the equality feeds the universalistic conception. The right to the equality estimates to be all equal ones. It's to be equal to whom? If the objective is the exercise of the citizenship can be fallen in the ambush to idealize a citizen from the conceptions of the dominant groups. This wants to say, that the emphasis in the lesson must fall again on the cultural production and not on that it executes it in a culturally established way as certain. Another important aspect is the valuation differentiated that the manifestations have in the resume, as for example: the dance as Olympiads event of “opening” of sportive, the reduced number of competitions of fights in relation to the sportive championships, the valuation of some sportive modalities, as the soccer, in detriment of others. Inside of the sportive modalities it has still distinct valuations between its subcategories, as: between the titular sexes, ages, calls and reserves of the team. All this roll of aspects implicitly contributes for the maintenance of the sportive, masculine and adept hegemony and indicates the constant presence of the “high one” and the “low one”, favoring the maintenance of the anti-symmetrical relations of being able between its integrant - professors, pupils, parents and until the school.

Not to intend to lock up this quarrel here, therefore we believe that for the resume of Physical Education to minimize the relations of being able and to democratize the preferences; the alternative is that the professors construct new meanings for its practical, that is, the Physical Educators can establish that the culture “Physical Education” in the school processes the sport as form of cultural manifestation e, therefore, as field of fight of significances, as for example, socialization and integration. This could occur, leaving of the experiences and knowing them cultural of the pupils for the promotion of the dialogue between cultural identities e, later, for the construction of new meanings to these practical. More ahead, these new relations could generate the magnifying of the knowledge and thus the professors could contribute to minimize the opposition between an identity and another one. In relation to the extracurricular activities we assume that all its citizens must participate of the possible external competitions, and also assume that these contemplate regulations where all can play time the same, ahead of rules that favor its knowledge. In this direction still, we also assume that the pertaining to school competitions do not have to lose its character of competition when changed ding itself into festivals that desistance the playful moment of explosion of impulses that the competition offers. When preventing the privilege between the participants and when valuing the knowledge differentiated of all; the Physical Education in the school and the extra activity classroom will be able to become a field to know for the construction of new social meanings, under construction oppositions and establishing new social relations. We need to think about as the Physical Education can contribute for under construction of the binary oppositions that emerge in practical it's, between them “high” and “the low one” of the motor abilities. In the perspective of the culture as a place of multiple and heterogeneous borders, as field of fight for the significance where different histories, languages, voices and experiences are intercrossed with multiple forms of relations of being able and privileges, valley to stand out that the involved cultural aspects are basic. Therefore it is to leave of them that we have conditions to interpret the politics of identity construction that act in the daily pertaining to school. Moreover, we understand that the problematic one of the differences (either in the school or ampler social spheres) implies to recognize that the subjectivities and identities are constructed by diverse ways, conflictions, ambivalent and contradictory.

Key Words Physical Education, Lovisolo, Luckesi e Norbert Elias

Bibliographical references:

BAECHLER. J, Groups and Sociability. In: Treated to Sociology, Sao Paulo: Publishing Company Jorge Zahar publishing, 1997.
BETTI, M. The Paper Of the Sociology Of the Sport In the Retaken one Of the Physical Education, Sao Paulo State University, XI Congress Sciences of the Sport and Physical Education of the Countries of Portuguese Language.
ELIAS, N. & John L. Scotson, Established and Outsiders 1994, Jorge Publishing Zahar.
FRIGERIO. E LINS RIBEIRO, G. Argentines and Brazilians, Meeting, Images and Stereotypes.
LOVISOLO, H. Physical education, the Art of the Mediation, Sprint 1995.
LOVISOLO, H. Distant neighbors. University and Science in Argentina and Brazil.

Rua Geraldo Ribeiro N°60
Bairro Bom Jesus
CEP: 36570-000 - Viçosa - Minas Gerais – Brasil
Telefone: (031) 8706 – 6297
E-mail: edison.silva@ufv.br

THE NORBERT ELIAS THEORY AND SCHOOL PHYSICAL EDUCATION

Abstract

These essay objectives to review the paper integrator of the Physical Education in the school. Preliminarily we elaborate the revision of some affirmations on norms, relish and utilities, reflecting directly in the methodology applied for the Physical Education and the performance of the professionals of the area making reference the Hugo Lovisolo regarding the subjective interests in the actions inside school with regard to Society (Physical Education: the art of the mediation and Popular Education: Majority and Conciliation). In followed, correlating it with the ideas on the forms of Education (Redemptory, Transforming Reproductive and) of Cipriano Luckesi and, finally, as deep cloth of the theories of Norbert Elias - Establishment & Outsiders, contextualized how much the Physical Education is established or distanced of the theoretical conceptions, practical and the ideological ones in the school. We also search, to correlate the education, and specifically the pertaining to school physical education of Argentina, of Brazil, pointing and detaching some of its similarities while neighboring nations and sisters.

Key Words Physical Education, Lovisolo, Luckesi e Norbert Elias

THÉORIES DES NORBERT ELIAS EL ÉDUCATION PHYSIQUE L´ÉCOLE

Resumé

Cet essai objectif sélectionner le papier sócie-integrador de l'Éducation Physique Scolaire. Préliminairement nous élaborons la révision de quelques affirmations sur des normes, goûts et utilités, en reflétant directement dans la méthodologie appliquée pour l'Éducation Physique et la performance des professionnels du secteur en faisant référence à Hugo Lovisolo concernant les intérêts subjectifs dans les actions à l'intérieur école concernant Société (Éducation Physique : l'art de la médiation et l'Éducation Populaire : Majorité et Conciliation). Ensuite, en le corrélant avec les idées sur les formes d'Éducation (Rédemptrice, Reproductrice et Transformatrice) de Cipriano Luckesi et, finalement, je mange chiffon de fond les théories de Norbert Elias - Estabelecidos et Outsiders, contextualizando combien l'Éducation Physique est établie ou éloignée des conceptions théoriques, pratiques et idéologiques dans l'école. Nous cherchons aussi, corréler l'éducation, et spécifiquement l'éducation physique scolaire de l'Argentine, ce du Brésil, en indiquant et en détachant certaines de leurs similitudes comme nations voisines et soeurs.

Moés Less Éducation Physique, Lovisolo, Luckesi e Norbert Elias

EL TEEORIA DE NORBERT ELIAS Y EDUCACIÓN FÍSICA IN LA ESCULA

Resumen

Este análisis objetivo para seleccionar el socio-integrador de papel del referente a la educación física de la escuela. Elaboramos preliminar la revisión de algunas afirmaciones en las normas, gustos y utilidades, reflejando directamente en la metodología solicitada la educación física y el funcionamiento de los profesionales del área que hace referencia al Hugo Lovisolo con respecto a los intereses subjetivos en las acciones dentro de la escuela con respecto a la sociedad (educación física: el arte de la mediación y de la educación popular: Mayoría y conciliación). En seguido, correlacionándolo con las ideas en las formas de educación (Redentora, el transformar reproductivo y) de Cipriano Luckesi y, finalmente, como paño profundo de las teorías de Norbert Elias - Establecidos y forasteros, contextualizando cuánto la educación física se establece o distanciada de los conceptos teóricos, práctico y los ideológicos en la escuela. También buscamos, para correlacionar la educación, y específicamente referente a la educación física de la escuela de la Argentina, del Brasil, señalando y separando algunas de sus semejanzas mientras que las naciones vecinas y las hermanas.

Palabras Clave Educación Física, Lovisolo, Luckesi e Norbert Elias

A THEORIA DE NORBERT ELIAS E EDUCAÇÃO FÍSICA ESCOLAR

Resumo

Este ensaio objetiva apurar o papel sócio-integrador da Educação Física Escolar. Preliminarmente elaboramos a revisão de algumas afirmações sobre normas, gostos e utilidades, refletindo diretamente na metodologia aplicada para a Educação Física e a atuação dos profissionais da área fazendo referência a Hugo Lovisolo a respeito dos interesses subjetivos nas ações dentro escola com relação a Sociedade (Educação Física: a arte da mediação e Educação Popular: Maioridade e Conciliação). Em seguida, correlacionando-o com as idéias sobre as formas de Educação (Redentora, Reprodutora e Transformadora) de Cipriano Luckesi e, por fim, como pano de fundo as teorias de Norbert Elias Estabelecidos & Outsiders, contextualizando o quanto a Educação Física está estabelecida ou distanciada das concepções teóricas, práticas e ideológicas na escola. Buscamos também, correlacionar á educação, e especificamente á educação física escolar da Argentina, á do Brasil, apontando e destacando algumas de suas semelhanças enquanto nações vizinhas e irmãs.

Palavras Chave: Educação Física, Lovisolo, Luckesi e Norbert Elias.